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ABSTRACT

This sixth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with many aspects of client needs and sensitivity of helpers. It is intended to aid students in (1) understanding physical, psycho-social, and intellectual human development for various age groups; (2) developing understanding of and sensitivity to the physical and psycho-social characteristics and needs of target groups; (3) understanding economic needs of target groups; (4) analyzing human physical, psycho-social, intellectual, and economic needs; and (5) analyzing the relationship of social, emotional, physical, and intellectual growth and well-being in relation to recreational activities. The module can be modified to coincide with actual cooperative work activities. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203107

Family and Community Services

MODULE VI

PHYSICAL, PSYCHO-SOCIAL AND ECONOMIC NEEDS OF VARIOUS TARGET GROUPS

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CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE VI - Physical, Psycho-Social, and Economic Needs of Various Target Groups

Competencies:	Objectives:
1. Understand physical, psycho-social, and intellectual human development for various age groups.	1.1 List and explain human developmental stages, including large and small motor skills, social interaction, intellectual and emotional skills at each stage.
	1.2 Identify physical, psycho-social, and intellectual characteristics of infancy and early and middle childhood, adolescence, early adulthood, middle age and aging adult.
	1.3 Identify developmental problems and crises that could occur at each stage of human development.

Suggested Strategies. Students will:	References and Resources:
1.1.1 Read an assignment related to developmental stages	1.1.1 Appendix: Suggested Assignments
1.1.2 View filmstrips or films on various developmental stages and identify words used to describe these stages.	1.1.2 Appendix: Film and Filmstrip Suggestions
1.1.3 Divide into small groups to brainstorm on developmental stages and behaviors from their own experience with various groups	
1.1.4 List the results of brainstorming on chalk board or transparency	
1.1.5 Discuss the lists and categorize according to age or target groups related to job assignments	
1.1.6 Discuss with teacher: Havighurst, Piaget, and Erickson approaches to Human Development	1.1.6 Select assignments, handouts and/or films to introduce the basic concepts
1.1.7 Prepare bulletin boards of people representing various target groups, (elderly, babies, children, handicapped, middle-aged, single parent), and discuss special needs of these people.	
1.1.8 Define terms related to growth and development	1.1.8 Appendix: "Terms related to Human Development"
1.2.1 Divide class into 6 groups. Each group observes one of the 6 age groups and records their observations on the physical, psycho-social and intellectual characteristics of this group.	1.2.1 Appendix: Observation Guide Teacher might make reading assignment previous to observations
1.3.1 Listen to panels and discuss crises or problems they have recently encountered.	1.3.1 Teacher could arrange 1-3 panels, for example: I. Panel of welfare people and agents to discuss economic problems II. Panel of elderly people to discuss problems in the home

Competencies:	Objectives:
2. Develop understanding of and sensitivity to the physical and psycho-social characteristics and needs of elderly, children, mentally, emotionally or physically handicapped, low income, ill, single working parent, and minority cultural groups.	2.1 Discuss myths and stereotypes associated with each target group and developmental stage.
	2.2 Identify one's own feelings associated with each target group and developmental stage.
	2.3 Explain how one's own feelings toward the client in a target group might affect one's relationship with the client and performance on the job as a home helper, or institutional aide.

Suggested Strategies: Students will:	References and Resources:
	III. Minority people to present consumer, family, housing and educational problems
	IV. School and community counselors to present adolescent crises in the community (i.e. alcoholism, no place to socialize, single parents, lack of money, etc.)
2.1.1 Fill out chart describing ideas, attitudes, and expectations for target groups.	2.1.1 Appendix: My Expectations
2.1.2 Discuss the validity of myths and stereotypes associated with each of the target groups with classmates and teacher.	2.1.2 Teacher must be sure students are not forced to reveal their feelings. Discussion should maintain a "positive" approach.
2.1.3 View a selected film or filmstrip	2.1.3 Appendix: Films and Filmstrips - Target Groups
2.2.1 Read about conflict in relationships (i.e. self and target groups or between target groups)	2.2.1 Chapter 9, Conflict in Relationships, Sasse, Connie R. Person to Person. Chas. A. Bennett, Peoria, IL, 1978.
2.2.2 Fill out "Identification of Feelings" and discuss with class or in small groups.	2.2.2 Appendix: Identification of Feelings
2.2.3 Demonstrate some of the feelings discussed in 2.2.2 by making up "real-life" situations and role playing them or using paper bag puppets.	2.2.3 Use small paper bags that your hand can fit into. Draw faces and hair using colored pens. Or, cut out pictures of people from newspapers and magazines and paste them on the bag. Feelings: envy, respect, hatred, fear, anger, love, pity, sympathy, compassion, etc. Appendix: Ideas for role-playing
2.3.1 Write a paragraph on the relationship between one's feelings toward another, and the effect of one's feelings on treatment of the person being cared for.	
2.3.2 Pool ideas of the group and discuss how feelings can affect job satisfaction.	

Competencies:	Objectives:
	2.4 Identify ways in which people can change their negative attitudes and feelings toward others.
3. Understand the economic needs of various target groups: elderly mentally handicapped emotionally handicapped physically handicapped low income and poverty ill single working parent minority, cultural groups	3.1 Describe life-situations that contribute to economic problems.
	3.2 Identify reasons for economic problems of persons in various target groups.

Suggested Strategies. Students will:	References and Resources:
2.3.3 Role play situations in which the worker feels and acts superior to someone in a target group (poverty, minority, etc.) How does it make you feel? What reactions do you then have toward "superior" person? List other situations in which feelings affect performance of job with others.	
2.4.1 Brainstorm constructive approaches people can take to change their attitudes and feelings about a particular group of people.	
2.4.2 Think about which of the suggested approaches listed from brainstorming would be most effective and why? (Then discuss as a class, if acceptable to students)	
2.4.3 Share experiences in which a negative attitude was changed explaining: 1) What the attitude was 2) How the attitude developed 3) Influence that caused the attitude to change	
3.1.1 List factors and situations that can contribute to economic problems in families and for individuals.	3.1.1 Appendix: "Selected Factors and Situations Contributing to Economic Problems"
3.1.2 Small groups discuss specific situations of economic problems of people that illustrate the factors and situations identified.	
3.1.3 Listen to resource people relate real situations of economic problems of individuals and families.	3.1.3 Suggested resource people: Migrant Council worker Minister Welfare or Social Worker State Government Employment Agent
3.2.1 Work in groups to discuss possible reasons for economic problems for each target group using worksheet as a guide to discussion.	3.2.1 Appendix: Why Are People In Certain Target Groups Frequently Underemployed or Unemployed?

Competencies:

Objectives:

3.3 Recognize the areas of family life that are affected by economic problems.

3.4 Become familiar with county, state, Federal and private sources of economic assistance to individuals and families in need.

Suggested Strategies. Student will:	References and Resources:
3.3.1 View films or read selections about poor people in various target groups.	3.3.1 Book: Chilman, Catherine S. Growing Up Poor; Wash., D.C. U.S. Govern. Prtg. Office, 1966. Case Studies (on credit) from: Book: Caplovitz, David. The Poor Pay More, N.Y.: Free Press, 1967. Case Studies (on food) from: Glasser, Paul H. and Lois N. Glasser, eds. Families in Crisis, Harper and Row, 1970. pp. 18-25 Mrs. Todd pp. 25-29 Mrs. Martin Film: "Shopping Bag Lady", sequence on elderly woman picking food from garbage can, Appendix 2.1.3
3.3.2 Discuss the effects of insufficient income on these areas of family life and individual development: food, housing, clothing, health care, educational and cultural advantages, self-concept, and tensions and stress.	
3.4.1 Listen to speakers on programs providing economic assistance.	3.4.1 Suggested programs: AFDC, Employment Office, Workmen's Compensation, WIC, Medicare-Medicaide, Foster Care, Senior Citizens Discounts, Food Stamps, Scholarships
3.4.2 Play "People and Programs" game matching the program with the needs of the people.	3.4.2 Appendix: People and Programs
3.4.3 Students investigate the Community to discover programs or services that provide economic assistance to low income or poverty families i.e., discounts for senior citizens, food baskets, holiday programs (Empty Stocking for children's Christmas presents, etc.) Report to the class and discuss possible employment with these groups.	3.4.3 Consult telephone book for ideas.

Competencies:	Objectives:
4. Analyze human physical, psychosocial, intellectual and economic needs in specific situations.	4.1 Analyze specific situations to determine the individual's physical, emotional, social, intellectual and economic needs.
5. Analyze the relationship of social, emotional, physical and intellectual growth and well-being in relation to recreational activities.	5.1 Identify types of recreational activities and benefits for the individual. 5.2 Evaluate own skills to determine how one might be of help to people needing recreation.

Suggested Strategies. Student will:	References and Resources:
4.1.1 Read case studies involving individuals in the various target groups. Analyze each situation to determine the physical, emotional, intellectual, social, and economic needs. or Discuss a case study and the needs that were identified in small groups. For each need suggest ways to meet these needs, specifically those which caregivers could provide. Share small group discussions with total class.	4.1.1 Appendix: Case Studies
4.1.2 Visit institutions and/or homes so they can observe needs of clients, and discuss ways to meet these needs.	4.1.2 Nursing homes, hospitals, county or local agencies, day care centers, meals on wheels, etc.
4.1.3 Discuss situations encountered during work experience which relate to various client needs.	
4.1.4 Discuss, with class or in small groups, Personal/Cultural Differences as you answer questions for each case history. or Role play various case histories and sources of conflict. Answer "What are needs that needed to be satisfied?" for each conflict situation.	4.1.4 Appendix: Personal/Cultural Differences - Case Histories
5.1.1 Fill out "Recreation Work Sheet".	5.1.1 Appendix: "Recreation Work Sheet"
5.2.1 List your "hobbies," favorite sports, and other recreational pastimes. Answer these questions: 1) Could I teach this to someone else? 2) What groups of people would most enjoy this? 3) How would learning this help someone else? or	

Competencies:

Objectives:

5.3 Plan a recreational activity for a specific target group.

5.4 Evaluate recreational activities using client needs as criteria.

Suggested Strategies. Student will:	References and Resources:
Pick the recreational skill at which you are best and teach it to a group of your classmates. Discuss how you would teach differently for elderly, children handicapped, etc.	
5.3.1 Select a group in your community and plan a party for them.	5.3.1 Teacher should have some suggestions. Need to explore church groups, social agencies, etc. for ideas.
5.4.1 Discuss the party asking these questions. 1) Was it fun? 2) Did "clients" enjoy it? 3) What was best part? Why? 4) What should we do differently next time? Why? 5) Were there any problems? Why? 6) List characteristics of clients which relate to their enjoyment of the party.	

SUGGESTED ASSIGNMENTS

Developmental Tasks

1. Baker, Katherine Read and Fane, Zenia F. Understanding and Guiding Young Children (Second Edition). Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1971.

2. Brisbane, Holly E. The Developing Child (Second Edition). Peoria, Illinois: Chas. A. Bennett Co., Inc. 1971.

3. Cavan, Ruth Shanle. Marriage and Family in the Modern World: A Book of Readings (Third Edition) New York: 1959. pp. 106-108.

4. Draper & Draper, Caring for Children. Peoria, IL: Chas. A. Bennett Co., Inc. 1975. (Chaps. 3-7)

5. Havighurst, Robert J. Human Development and Education. New York: Longmans, Green & Co., 1953.

6. Hurlock, Elizabeth. Child Growth and Development (Fourth Edition). St. Louis, MO: McGraw-Hill. 1970.

7. Ginsburg, Herbert and Opper, Sylvia. Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, New Jersey: Prentice-Hall. 1969.

FILM AND FILMSTRIP SUGGESTIONS

2 Filmstrip Cassettes: "How Would You Like to be Old?" Guidance Associates, 757 Third Avenue, New York, NY 10017.

Filmstrip: "It's Time to Grow Up" (1173) 51 frames B/W

Film and Cassette: "Personal Health Series" EYEGATE

Films:

"Child Development Series" (Parents Magazine), 52 Vanderbilt Ave., NY, NY.

"Invention of the Adolescent" #7808 29 min., B/W, Bureau of Audiovisual Instruction, 1327 University Ave., P.O. Box 2093, Madison, WI 53706.

The following films are available from the Bureau of Audiovisual Instruction (BAVI), Madison, WI 53806.

"Same But Different" 4 min., Color

"By Chance or By Choice" - 2603

"Inside Outside" - 2925

"Life With Grandpa" - 2968

"From Tens to Twelves" - 30 min. B/W - 4035

"Frustrating Fours and Fascinating Fives" - 22 min. B/W - 2708

"The Phenomena of Early Development" - 13 min. B/W
(Development of the infant in the first year of life.) - 3092

"How Babies Learn" - 35 min. Color - 6542

"He Acts His Age" - 13 min., B/W (emotional) - 0908

"Learning to Learn in Infancy" - 30 min., B/W (intellectual) - 2957

"A Long Time to Grow" Part I: 2-3 year olds; 35 min., B/W - 2833
Part II: 4-5 year olds; 35 min., B/W - 3066
Part III: 6-8 year olds; 27 min., B/W - 3068

"Never Trust Anyone Under 60" - 60 min. Color (Situations of elderly)- 1344

"Heart Sweet Heart" - 10 min. Color - 2798

Student Name _____

Terms Related to Human Development

Define the following terms:

1. Adolescence

2. Aging

3. Emotion

4. Intellect

5. Learning

6. Maturity

7. Personality

8. Psychology

9. Readiness

10. Responsibility

11. Social development

12. Stages of development

Appendix
MOD VI
Strategy 1.2.1

Student Name _____

Observation Guide

Characteristics of Age Groups - Check the group you observe

_____ Infant
_____ Early and Middle Childhood
_____ Adolescent
_____ Early Adulthood
_____ Middle Age
_____ Aging Adult

PHYSICAL CHARACTERISTICS

PSYCHO-SOCIAL CHARACTERISTICS

INTELLECTUAL CHARACTERISTICS

My Expectations

Quickly record some of the feelings and thoughts you have about what people in each group are like:
(No one but you will see this).

Target Group	Physical	Social	Emotional
Children			
Elderly			
Ill			
Mentally Handicapped			
Physically Handicapped			
Emotionally Handicapped			
Single-Working Parents			
Low Income Persons (Poverty)			
Minority Groups			

Appendix
MOD VI
Strategy 2.1.3

FILMS and FILMSTRIPS -TARGET GROUPS

Perspectives on Aging, Division of Health, Dept. of Health and Social Services
P. O. Box 309, Madison, WI 53701.

The Shopping Bag Lady, Learning Center of America, 1350 Avenue of Americas, New York, NY 10019 (May obtain from CESA District)

Aging Families, (The Family in Transition Series) 6 films and records - Color, and teacher helps. Butterick Pub. Co., P. O. Box 1945, Altoona, PA 16603.

American Association of Retarded Persons - Division of Health

May Your Years Be Long in This Beautiful Place

Aging and Independence

Teenage Mothers - BAVI

Growing Up Together: Four Teen Mothers and Their Babies, 54 min. Color - 2771
Phoebe: The Story of a Premarital Pregnancy - 27 min., B/W - 7390

Children - BAVI

Four Children, 20 min., B/W - 2748
Starting Nursery School: Patterns of Beginning, 23 min., B/W - 4897
Who Cares About Jamie?, 16 min., Color - 5773

Filmstrip and Record: The World As I Feel It (WW86)

Minority Groups - Blacks

The Matter With Me, 15 min., Color - 2998
The Prejudice Film, 28 min., Color - 3107
Rapping, 14 min., B/W - 3136

Migrant Workers

A Healthier Place to Live, 11 min., B/W - 3430
Keep Clean - Stay Well, 9 min., B/W - 3453
Why Is It, Part I and II, 60 min., B/W - 6967

Handicapped and Disabled - BAVI

Mimi, 12 min., B/W - 3019
Beating the Averages, 30 min., Color - 7759
Fitting In, 27 min., Color - 0217
Homemaker with Incoordination, 28 min., Color - 7887
Homemaker with the Use of One Hand, 28 min., Color - 7888
Homemaker with Weak Upper Extremities, 28 min., Color - 7886
Helen Keller in Her Story, 45 min., B/W - 3769
In-Out-Around, 15 min., Color - 9246
Lady Allen's Junkyard-Playground, 20 min., Color - 9076
Like Other People, 37 min., Color - 8400
Stress: Parents With a Handicapped Child, 30 min, B/W - 2277

Identification of Feelings

	What are your feelings about each target group?	Where did these feelings come from? (TV, reading, other people, personal experience, study.)	Do you think these feelings are fair, based on objective studies and research about the group?		My feelings about this group make me feel good.		I think that these feelings could become more positive as I learn more about the group.	
			YES	NO	YES	NO	YES	NO
Children								
Elderly								
Ill								
Mentally Handicapped								
Physically Handicapped								
Emotionally Handicapped								
Single, Working Parent								
Poverty or Low Income								
Minority Groups								

Suggestions for Role Playing

- an old man falls in the street

- a child is having a temper tantrum

- an elderly woman yells at teenagers for fooling around and making noise in front of her house

- you visit a friend and discover that his youngest brother is retarded

- a shabbily dressed person approaches you for assistance at a street corner

"SELECTED FACTORS AND SITUATIONS CONTRIBUTING TO ECONOMIC PROBLEMS"

poor management

death of wage-earner without adequate insurance

inadequate income

not enough income to provide for the number of children

displaced homemaker

disability stops employment

lack training/illiteracy

lack of jobs

depressed area

inflation

psychological-fears, or lack motivation

migrant workers/seasonal employment

Appendix
MOD VI
Strategy 3.2.1

WHY ARE PEOPLE IN CERTAIN TARGET GROUPS FREQUENTLY UNDEREMPLOYED OR UNEMPLOYED?

Read the following list of possible reasons for a person being unemployed or underemployed, that is, not being able to obtain a job to the level of their training or abilities or time available.

Then, for each of the target groups, write in the number of the statements that could apply to people in that group.

REASONS FOR UNEMPLOYMENT OR UNDEREMPLOYMENT:

1. The group is discriminated against in employment due to stereotypes.
2. People in this group tend to have a lower level of education than the general population.
3. People in this group tend to have fewer job skills than the general population.
4. There are limited job opportunities in occupations for which people in this group might be qualified, due to the location, the current job market, etc.
5. People in this group might not be able to handle the emotional pressures of the work world.
6. Intellectual limitations may narrow the job possibilities.
7. Physical limitations may narrow the job possibilities.
8. There may be a lack of skill in the process of job hunting, interviewing, etc.

TARGET GROUPS - Elderly
Mentally handicapped
Emotionally handicapped
Physically handicapped
Low income - poverty
Ill
Single working parent
Minority cultural group

SUGGESTED ANSWERS - Elderly - 1, 2, 3, 4, 7.
Mentally handicapped - 1, 2, 3, 4, 6, 8.
Emotionally handicapped - 1, 4, 5.
Physically handicapped - 1, 4, 7.
Low income-poverty - 1, 2, 3, 4, 8.
Ill - 1, 4, 5, 7.
Single working parent - 1, 4, 8.
Minority cultural group - 1, 2, 3, 4, 8.

People and Programs

Make a gameboard with squares that include "Descriptions of Programs". Make cards with names of programs on each. Cards may be dealt or drawn as for Bingo. May add agencies in your own community.

DIRECTIONS: The object of the game is to cover each square on the gameboard with the card that describes the benefits provided by that program or agency. Could be played like BINGO with the first person or pair with all squares correctly covered winning - or, when all students are finished, count to see which person(s) has the most correct matches.

Name of Program	
AFDC	income provided to parent of children under 18 who has no income
WIC	provides certain foods rich in iron, protein and Vitamin C for children under 5, and pregnant, nursing and new mothers who have a limited income
Well-child Clinics	health services for children 12 and under
Foster care	temporary care of children when parents are unable to maintain a home for them
Food stamps	coupons provided to people of low income to enable them to purchase food at lower cost
Social Security	provides income for children under 18 whose wage-earning father has died and for older retired people who meet the age requirements
Workmen's compensation	provides income to wage-earner who was injured on the job and is unable to return to work
Unemployment assistance	temporary income for people who have lost their jobs
Welfare	financial assistance provided to those below specified income level
Medicare/Medicaid	payments to help low-income people meet medical expenses
School lunch	reduced cost or free hot meals for school children
Meals-on-wheels	program to assure elderly citizens adequate nutrition

"People Program Games"

income provided to parent of children under 18 who has no income	provides certain foods rich in iron, protein and Vitamin C for children under 5 and pregnant, nursing and new mothers who have a limited income	health services for children 12 and under
temporary care of children when parents are unable to maintain a home for them	coupons provided to people of low income to enable them to purchase food at lower cost	provides income for children under 18 whose wage-earning father has died and for older retired people who meet age requirements
financial assistance provided to those below a specified income level	temporary income for people who have lost their jobs	provides income to wage-earner who was injured on the job and is unable to return to work
payment to help low-income people to meet medical expenses	reduced cost or free hot meals for school children	program to assure elderly citizens adequate nutrition

Cards for "People Programs" Game
Cut into cards

AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC)	FOOD STAMPS	FOSTER CARE
MEALS-ON-WHEELS	MEDICARE/MEDICAID	SCHOOL LUNCH
SOCIAL SECURITY	UNEMPLOYMENT ASSISTANCE	WELFARE
WELL CHILD CLINICS	WOMEN, INFANTS AND CHILDREN (WIC)	WORKMEN'S COMPENSATION

CASE STUDIES

Physically Handicapped

Annette Stevens had polio at age five and has been in a wheel chair ever since that time. She has full use of her arms, but cannot get up, stand or walk by herself. She is very artistic, recently has learned to paint portraits, and would like to start a business of her own. Annette has been living with her parents, but they are getting too old to give her adequate care. As she has not had the opportunity to meet many adults her own age, she really enjoys the contacts she has when painting portraits.

Annette knows her living situation will have to change soon. She fears going into an institution, because then she may have to give up the idea of starting a portrait-painting business.

What intellectual, physical, emotional, social, and/or economic needs does Annette have?

Single-Working Parent

Jane, a single working mother, earns a salary from fulltime work that is just below the poverty line for her family of three children. She is too proud to accept welfare. She does buy food stamps because otherwise it would be difficult to provide adequate meals for herself, Sarah, age 10, Jimmy, age 9 and Billy, age 7. Two nights a week she attends the local technical college to prepare for a better paying job with promotion possibilities in the food service industry.

Though Jane finds it difficult working fulltime, attending school and raising her family, and she is frequently tired, her goal of completing her training gives her hope and enthusiasm. She stresses education with the children and the need to be self-reliant to focus their lives in the direction they want to take. Jane and the children make a weekly visit to the public library to borrow books and records which they enjoy together on the evenings she is home. She doesn't have the energy to engage in sports and physical play with the children and hopes they get enough at school.

Jane uses the services of her minister for help and counseling when she gets tired and discouraged. Despite her difficulties, Jane is in good spirits and close to her children. They wish she were home more but understand that she works and studies to improve their family life.

What family and community services could help Jane meet her physical, socio-economic, and emotional needs?

Elderly

John and Eleanor Smith are both 68 years old and are married. They live in a comfortable house on the outskirts of the city, so other than taxis, there is no public transportation available to them. Mrs. Smith never learned to drive and Mr. Smith will not be able to renew his driver's

license because his eyesight is poor. Mr. and Mrs. Smith have had a fairly active social life, but this loss of transportation will pose problems, since they cannot afford to pay the taxi-cab rates very often. Mrs. Smith has been doing volunteer work, but she will have to give it up because of the transportation problem, and also because she does not want to leave her husband home alone. Because of his poor eyesight, she fears he will fall or hurt himself.

What needs does this couple have? Which ones will they have to adjust to, and with which ones could they get help?

Temporary

Physical Handicap

Joanne Thompson recently returned from the hospital, and is recovering from a serious infection. She lives alone, is used to being independent, and just moved to this city one month before she got sick. Joanne is very weak yet, and finds it difficult to stand for more than two or three minutes at one time. Joanne has a limited income and feels she cannot afford to pay anyone to help her.

Because Joanne is so weak, she has not been preparing adequate meals for herself, she is running out of food, and is not able to clean her house, or do the laundry. All these things depress Joanne, but she does not feel she knows anyone well enough to ask them to help her.

Who could she call for help? What kind of help does she need?

Mentally Handicapped

Tom Laudon, a three-year-old boy, is mentally retarded. His parents get very impatient with him, because he does not learn and remember the things they tell him like his older brother Troy does. Tom is punished often to the point of being bruised. When Mrs. Laudon is home alone, she often punishes Tom by making him stay in his room the whole day. Tom gets so upset that often he cannot eat and seems to be withdrawing from people more all the time. His brother Troy calls him stupid and teases him about how "dumb" he is. What special needs does Tom have?

Low-Income, Poverty

Lilly has never been really healthy. She was born during the early depression years and was not adequately nourished as a child. She and her mother lived with the grandmother. Her mother moved to take advantage of wartime employment in industry but had to return to the country in 1945 when the war ended and wartime production ended. Lilly was happy to return to her original home as she was uneasy in the city. She was also bothered by discrimination against her at school because of her race, and dropped out in 9th grade. Her mother didn't encourage her to stay. Her mother has been on welfare since returning home, as there is no industry or other employment

in the community except for professionals. Though they tenant farmed years ago, the purchase of the small family farms by a large ag business broke their relationship with the farmer they worked for. They had no money to buy their home and a small plot of land so they had to move. While their new home includes enough land for a small garden, neither Lilly now 48, nor her mother, aged 66 have the strength to put in the size garden that would provide enough vegetables and fruit for the family - the two older women, two of Lilly's daughters and their five children.

In her late teens Lilly became pregnant with her first child. The child's father came and went, providing some money now and then for the child. Living with her mother and grandmother, Lilly barely scraped by. Four children were born over the next 15 years.

Lilly needs medical care for diabetes and depression but the nearest clinic is many miles away. The family has no car and public transportation is inconvenient and costly for Lilly. Her mother makes some clothes for Lilly and the others on an old treadle machine. Their rented home is small, poorly insulated with a questionable water supply because of a neglected septic tank. The landlord is uncooperative about repairs and improvements. Lilly has no educational or cultural interests, nor could she easily pursue them anyway where she is living. Her only contact outside the family is the small, rural church that she attends from time to time when she feels up to going.

What are special needs of this family? Which is most important and how do the needs relate?

- -

Harry Walker is a member of one of Wisconsin's Indian tribes. He was born on the reservation about 50 years ago and lived there until his late teens. Harry dropped out of school but did, at his mother's strong encouragement, enroll at a residential Indian school in another state. However, he found the conditions there too rigid and confining. He was able to read and write at about 6th grade level and to speak English reasonably well when he ended his schooling.

Harry spent a short period of time in the Army but had no desire to make a career of the service so he returned to the reservation hoping to live and work there. There were no jobs so Harry moved to Milwaukee. He had no practical skills other than an excellent knowledge of Indian history, lore and crafts and found it difficult to become employed. His limited schooling was also a handicap.

During a period of long unemployment Harry began to frequent a neighborhood bar and became alcoholic. When he met Dora, a member of another Indian tribe, Harry managed to get his drinking under control. For most of their 25 years of married life Harry had only occasional lapses into alcoholism and was usually employed. But last year when Dora was seriously ill for several months before her death, Harry's drinking again became a serious problem.

Harry now lives alone in a small, sub-standard house. He suffered a bad fall and has been at home for several months. He has no knowledge of the elementary household skills of laundry, cooking, shopping or cleaning. Since Dora's death Harry has eaten occasionally with friends but usually just heats a can of soup. He could afford an occasional meal out but cannot get to a restaurant.

Because Harry's injury was not job connected he is not eligible for workmen's compensation. Since he will be unable to return to the heavy outdoor work at which he was employed, he may receive a disability income from the government. However, while a skilled homemaker could possibly manage on disability income, Harry cannot.

By the time Harry had been at home alone for several months his physical health and his mental condition declined seriously. When he fell on the street while very intoxicated and was hospitalized for a short period, the seriousness of his condition became apparent.

What services could be provided for Harry which would help him to become a well-adjusted, self-supporting adult? Are these services available in your community?

PERSONAL/CULTURAL DIFFERENCES *

Case History #1

Ruth and David Epstein, ages 64 and 69 live in a small town in the south. They are Jewish and are one of only three Jewish families in the town. They are Orthodox Jews. The other two families are reformed Jews. They own a small clothing store for women and children. They are both in very good health. One day Ruth is involved in a car accident in which one arm is broken and her legs are cut so severely that she loses most of the use of one of them. David can continue to run the store but it is now time for Ruth to come home from the hospital and a full-time Home Helper has been hired for the first couple of months Ruth is home. The Home Helper will be needed to cook the meals (preparing some in advance for David to heat up later), and has agreed to learn to cook by the Kosher rules (e.g., meat and dairy products cannot be mixed in any way: there are separate sets of dishes for preparing each and they cannot be combined in the same meals--no cheeseburgers, no milk to drink with a meat dish, etc.). The first couple of weeks while Ruth is still in bed, most of the time, Ruth and the Home Helper go over all the plans for each meal carefully with Ruth explaining to the Home Helper what to do and not to do in preparing each meal. Everything seems to be going fine. Then:

Possible Conflict #1

Ruth is finally able to be up in a wheelchair and asks one day to have her lunch at the table with the Home Helper rather than in her room. The Home Helper was not expecting this and was in the midst of fixing herself a cheeseburger for lunch (the Home Helper had already prepared a plain meat patty and some vegetables for Ruth according to the proper directions).

What happens?

How could the conflict have been avoided? How can it be resolved? When you are in someone else's home, whose values take precedence--theirs or yours? Why?

Possible Conflict #2

One day David comes home from the store about 11:00 a.m. to get some papers he needs at the store. He walks into the kitchen to say hello to the Home Helper and she is cooking. He discovers that she is not using the proper set of cooking utensils for what she is cooking. The Home Helper had never really understood why these rules were so important and felt they made a lot of unnecessary work and used time she felt she needed to do her other duties. She had been listening politely to Ruth's instructions and then going on and cooking in what seemed to her to be a sensible, less time-consuming fashion.

What happens?

How could this conflict have been avoided? How can it be resolved? If the Home Helper is fired and David tries to hire another one, what should he do to make sure the Home Helper understands and respects the importance of the Kosher procedures and will follow them?

Case History #2

Maria Lopez is 72 years old. She immigrated to the United States from Mexico when she was a young woman. Her children have moved to another state. Maria speaks a little English, but still speaks mostly Spanish. Maria has worked hard all of her life, first working in the cotton fields, then as a seamstress in a factory and up until recently as a part-time maid and taking in ironing. She owns her own little house in a neighborhood where there are a few other elderly Mexican-Americans with whom she is good friends. Her eyesight is failing and recently she fell at the home where she was working and broke her hip. While in the county hsopital, the welfare department learned of her and has been trying to work with her and help work out a plan of care and support for her when she is ready to go home. They have found a young woman who wants to work part-time while going to school and who has had four years of Spanish in high school, but who has no understanding of the Mexican culture or customs. The young woman will work as a Home Helper and come in early every day to fix breakfast and lunch for Maria, help Maria with her personal needs and to keep the house. A visiting nurse will come regularly to help Maria with rehabilitation exercises, etc.

What possible conflicts might arise between Maria and the Home Helper in the areas of menu planning? personal grooming? housecleaning? Do you think they will be able to communicate in Spanish easily? How could the Home Helper minimize the possibility of conflicts arising from the outset?

Case History #3

Tom Majors is a retired chemistry professor, age 83. His wife died recently and he has hired a part-time Home Helper to come in and clean the house, do the laundry and fix a main meal each day. He is a very tidy person and likes everything kept neatly. The one exception to this is his small study where he spends a few hours every day reading in his field, corresponding with professional colleagues, writes occasional articles for various scientific publications and keeps going his 20 or so chess-by-mail games. Here he has books and papers stacked around everywhere in what is a definite system to him, but appears like chaos to anyone else.

The Home Helper is also a very neat person who likes "a place for everything and everything in its place". At the time of the job interview, she was pleased that the living room and kitchen (the rooms she was shown) looked so neat and that Tom Majors had said he likes everything "in place".

Toward the end of the first week on the job, the Home Helper is supposed to give the house a thorough cleaning on the day Tom will be at the library. As he goes out the door, he reminds her to dust in his study, which she has not been in up to that point.

What happens? How could a conflict be averted by the Home Helper? What could Tom have done to keep a conflict from happening?

Case History #4

Ruby Blessing, age 66, is a warm, gregarious person whose kitchen has for years been a place where people of all ages in the neighborhood come throughout the week to have a cup of tea or glass of milk, a cookie and to share their troubles and joys with Ruby. (And when her children were little they brought home friends with scratches that needed a bandaid, etc.). Ruby has always been a basically clean person, keeping her house clean, but cluttered. She is people oriented and will stop her housework to visit whenever anyone comes by. Due to failing eyesight in the last few years, the clutter has increased. Ruby becomes ill and needs a Home Helper for awhile. The Home Helper sent by the Welfare Department is an efficient woman who likes to make a schedule and stick to it. The Home Helper gets the house "organized" and begins to ask Ruby's friends to only come by between three and four in the afternoon so they will let Ruby rest and not interfere with the schedule she has fixed up. After a couple of weeks, the nurse who comes weekly notices that Ruby seems to be no better and is depressed?

What happens? How could the problem have been avoided? by the Welfare Department? by the Home Helper? How can it be resolved?

Case History #5

Lurleen Morris is a young, proud Black woman, age 22, who was raised in New York City. She has a baby daughter. Her parents are both dead, and her husband has died of cancer leaving her in a very bad state financially. Her grandmother, Lou Ella Thompson, age 73, lives in Atlanta, in her own home, and her health is failing. She asked Lurleen to bring the baby and come live with her and take care of her. Lurleen will be paid part-time with Medicaid and Welfare funds to provide the care for her grandmother. Lurleen accepts the offer.

The first week Lurleen is there, the meals-on-wheels continue to bring the main meal for her grandmother daily. At the end of the week, Lurleen is settled and decides to take over the cooking and discontinues the meals-on-wheels with Lou Ellen's permission. Lurleen is very proud of her Black culture and ate "soul food" regularly in New York. She assumes Lou Ellen is also fond of chitlens, etc., and likes to eat them frequently. Lou Ellen, however, has never eaten "soul food" regularly and after a month of politely suggesting that Lurleen fix some other foods to no avail, begins to stop eating her meals.

What happens?

How can the situation be resolved? How could the situation have been avoided? Do people of the same racial/cultural heritage always like the same things or share all of the same customs and habits?

*Source - Care and Independent Living Services for Aging, U. S. Government Printing Office, Washington, D.C., Stock No. 017-080-01760-1. Occupational Home Economics Education Series. Mod III - Understanding Aging.

Recreation Work Sheet

5.1 List five activities under each category below. Then match them with the appropriate benefit by placing the number in the blank beside the letter of the area or areas in which this activity would benefit the individual.

Art, Craft, or Hobby

1.
2.
3.
4.
5.

a. _____ social
b. _____ emotional
c. _____ physical
d. _____ mental

Exercise or Sport

6.
7.
8.
9.
10.

Music, Drama, or Literature

11.
12.
13.
14.
15.

Final Examination, Module VI

Physical, Psycho-Social, and Economic

Needs of Various Target Groups

Test Items for Competencies
by Bloom's Taxonomy Levels

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	1-16					
2	50-53	17-31	32-41 54-59			
3	60-77					
4		42-49				
5		78-93				

Key: Physical, Psycho-Social, and Economic Needs of Various Target Groups

1.	B	25.	O	50.	B	71.	O		
2.	F	26.	O	51.	C	72.	O		
3.	D, E, or F	27.	O	52.	D	73.	X		
4.	D or E	28.	O	53.	A	74.	X		
5.	B	29.	X			75.	O		
6.	E	30.	X	54.	5	76.	X		
7.	C	31.	O	55.	2	77.	O		
8.	D			56.	1				
9.	A	32.	X	57.	2	78.	A		
10.	D	33.	X	58.	5	79.	B	in any order	
11.	D or E	34.	O	59.	6	80.	D		
12.	B	35.	X						
13.	F	36.	X	60.	X	81.	B		
14.	A	37.	X	61.	X	82.	C	in any order	
15.	C	38.	X	62.	X	83.	D		
16.	B	39.	X	63.	X				
		40.	X	64.	O	84.	A	in any order	
17.	O	41.	O	65.	X	85.	B		
18.	X			66.	O				
19.	O	42.	X	67.	X	86.	A	in any order	
20.	O	43.	X	68.	X	87.	B		
21.	O	44.	O	69.	X				
22.	X	45.	O	70.	O	88.	A		
23.	O	46.	O			89.	B	in any order	
24.	X	47.	X			90.	C		
		48.	O						
		49.	X			91.	A	in any order	
						92.	B		
						93.	D		

MOD VI
F & C Services
U.W.-Madison
93 pts.

Examination

Physical, Psycho-Social, and Economic Needs

Part I

DIRECTIONS: The following developments may or may not occur for everyone in the same degree. Identify the age or ages when each development generally occurs by placing the letter of the age group in the blank provided.

	Development
_____ 1.	Bedwetting
_____ 2.	Senility
_____ 3.	Death of a mate, divorce or end of an important relationship
_____ 4.	Decreasing sight, hearing, appetite, or energy
_____ 5.	Learn by playing with and imitating others
_____ 6.	Generally passing through the "empty-nest" stage
_____ 7.	Peer relationships become more important than family relationships
_____ 8.	At the peak of physical condition and muscular strength
_____ 9.	Completely dependent on others
_____ 10.	Becomes financially and emotionally independent from original family
_____ 11.	Senses become slightly dulled
_____ 12.	Learning to use large muscles
_____ 13.	Highest risk of bone breakage due to brittleness
_____ 14.	Communicates by crying
_____ 15.	Experiences a growth spurt followed by development of the sexual organs
_____ 16.	Learns to communicate and interact with others through verbal and non-verbal means other than crying

Ages	
A	Infant (to age 1)
B	Young Child (2-12 years)
C	Adolescent (13-17 years)
D	Young adult (18-39 years)
E	Older adult (40-64 years)
F	Elderly (65 and over)

DIRECTIONS: Put a + in the blank preceding statements of fact and a O in the blank preceding statements which are myths.

_____ 17. Most single-parent families are headed by the father.

_____ 18. It is important to help the handicapped develop a sense of self-worth.

_____ 19. Elderly people are lonely.

_____ 20. People on welfare are looking for a hand-out.

_____ 21. Most adults living in single-parent families have chosen that life style.

_____ 22. Handicapped persons should have continual contact with the outside world.

_____ 23. Children grow physically and mentally at the same rate.

_____ 24. At times, children's needs may conflict with a parent's job demands.

_____ 25. Children do not require much time and energy of their parents.

_____ 26. Elderly people are cranky and irritable.

_____ 27. Handicapped people do not know how to act in public.

_____ 28. People with low incomes do not know how to budget their money.

_____ 29. Most single-parent families have financial problems.

_____ 30. Ill people appreciate whatever can be done for them.

_____ 31. All children grow up in homes where they are loved and treated with dignity.

DIRECTIONS: Read the paragraphs and place an X in front of those which answer the question correctly and O if it is an incorrect answer.

You have been assigned (employed) to work as a home helper for a single working mother of 23. Her children are 1½ and 3 years old. They have been cared for by her elderly grandmother who was recently hospitalized and cannot care for the children. Which of the following feelings might affect your performance in caring for the children?

_____ 32. Love of children

_____ 33. Dislike house cleaning

_____ 34. Elderly are hard to work with

_____ 35. Enjoy food preparation

_____ 36. Mothers of pre-school children should be at home with the children

You will be working with a low-income family as a consumer aide. They have never had a budget and prefer to buy on credit. Which of the following feelings might affect your performance on the job?

_____ 37. Belief that all people should budget their money

_____ 38. Your values about spending money

_____ 39. Feelings regarding cash vs. credit

_____ 40. Belief that people have low incomes because they are lazy and manage poorly

_____ 41. Feelings about extending Social Security benefits to cover house work, and child care done in the home.

Mary L. is a 78-year-old widow who has lived alone until she had a recent stroke. She was married to an alcoholic who died 40 years ago and has worked hard to raise two young sons to manhood. Pride is evident as she talks about her sons, their abilities, their families, her home, and many of her accomplishments on her limited income. Her speech is now hard to understand; one side of her body is somewhat paralyzed, and she has great difficulty in walking. Regretfully, she can no longer live in her own home. You are a nursing aide assigned to the nursing home floor where Mary lives. What is likely to make her feel depressed?

_____ 42. Unable to live in own home

_____ 43. Difficulty in talking with long-time friends

_____ 44. A happy nursing aide

_____ 45. Having someone do her hair

_____ 46. Frequent visits from her sons and their families

_____ 47. Change in appearance of her face

_____ 48. Cards, notes, and plants from many friends

_____ 49. Dependence on you to help her with much of her basic care (toileting, bathing, feeding)

DIRECTIONS: Read the definition and place the letter of the term defined in the blank before the definition. Each word may be used only once.

Definitions	Terms
_____ 50. Open struggle between two or more people	A. Compromise
_____ 51. The way people behave when faced with disagreement	B. Conflict
_____ 52. Quarrels which focus on the issue or problem	C. Conflict style
_____ 53. A method of "giving a little" and "gaining a little"	D. Constructive quarrels
	E. Destructive quarrels
	F. Withdrawal

DIRECTIONS: There are six separate steps to the "no lose" method of settling a conflict: They are:

1. Identify the conflict or problem
2. Suggest possible solutions
3. Judge the solutions
4. Pick the best solutions
5. Work out the ways of handling the solution
6. Discover how well the solution works

Read the situation and tell which step it illustrates by placing the number of the step in the blank.

_____ 54. Bill wants to watch Channel 1 and Jack wants to watch Channel 2. They decide to watch Channel 3.

_____ 55. Mary is helping Mrs. Smith, age 81, do her grocery shopping. Mary thinks Mrs. Smith should drink milk for calcium, but she doesn't like it. Mary suggests cheese or ice cream.

_____ 56. Jane takes care of Betty, age 6, and John, age 8, after school. Their mother has a full-time job. Betty and John start "fighting" the minute they get home. Jane is trying to determine why they fight even when she tries to stop them.

_____ 57. Jane decides that causes of the "fighting" might be hunger or tiredness or fear.

_____ 58. Jane has snacks ready when children arrive at home.

_____ 59. Jane has snacks ready for five days. By the fifth day, the "fighting" has almost stopped.

DIRECTIONS: Place a X in the blank before each program which could provide money for an individual or family with economic problems and a O in front of those which could not provide money.

_____ 60. Small Business Administration Loans

_____ 61. Women, Infants, Children (WIC)

_____ 62. Social Security

_____ 63. Unemployment Assistance

_____ 64. Department of Natural Resources

_____ 65. Workman's Compensation

_____ 66. County Mental Health

_____ 67. Food Stamps

_____ 68. Meals-On-Wheels

_____ 69. Medicare/Medicaid

_____ 70. Consumer Affairs

DIRECTIONS: Place a X in front of those causes of economic problems that are within the control of most individuals and a O in front of those which an individual cannot control.

_____ 71. Area becomes depressed due to changes in defense spending

_____ 72. Inflation

_____ 73. Credit costs consume a large portion of the monthly income

_____ 74. Dropping out of school before acquiring work skills

_____ 75. A group that a person belongs to is the object of job discrimination

_____ 76. Lacks money management skills or doesn't apply them

_____ 77. Factory they work for moves to another part of the country

DIRECTIONS: People benefit in several ways from recreational activities. Tell what types of benefits people will receive from the recreational activities by placing the letter(s) of the benefits most likely to occur in the blank(s) preceding the description of recreational activity.

Types of Benefits

A. Emotional

B. Mental

C. Physical

D. Social

_____ 78. Elderly People in a nursing home playing cards

_____ 79.

_____ 80.

_____ 81. Single parents 18-50 years old square dancing

_____ 82.

_____ 83.

_____ 84. Old people reminiscing

_____ 85.

_____ 86. Adolescents reading stories in their own room

_____ 87.

_____ 88. A family reunion; eating, playing ball, reminiscing

_____ 89.

_____ 90.

_____ 91. Person in a wheelchair going to a football game

_____ 92.

_____ 93.